Montana Schools

Volume 23, No. 6 Office of Public Instruction Georgia Rice, Superintendent February 1980

Onward to the basics

Using computers in the classroom

"You talk about back to basics: computer programming is going to be one of the basics," said Bill Chalgren, who teaches programming at Libby High School. "Schools should definitely be giving students experience on computers."

To what extent do Montana schools use computers in their classrooms? What parts do computers play in teaching? According to a Fall 1979 survey of Montana public high schools, more than one third use computers in teaching. That survey concluded a two-year program of introducing computers to Montana's high schools, sponsored by the National Science Foundation and conducted by Dr. William Stannard at Eastern Montana College.

"In a few years, two thirds of all schools in Montana will have computing capability," said Stannard. According to the survey, over half of those high schools still lacking the capability plan to acquire it within one to four years. Acquiring it can mean either buying computers outright or plugging into larger computers located in or outside the school district. It is the price of microcomputers that will make much of it possible. For around $2000, a school can purchase a microcomputer and accompanying hardware such as a printer and a disc drive. The microcomputer itself looks like a typewriter and measures about the same size.

This year, associate math professor Jim Smith at Northern Montana College is conducting a program to institute computer instruction in seven northern Montana towns. The program was funded by the Northwest Area Foundation for schools in Box Elder, Dodson, Harlem, Hinsdale, Saco, Turner and Whitewater.

"You talk about back to basics: computer programming is going to be one of the basics. Schools should definitely be giving students experience on computers."

With his grant, Smith purchased two microcomputers, transported them from town to town instructing the school personnel in their use, and set up a rotation plan whereby each of the seven school districts could make full use of the computers for an uninterrupted time during the school year. Smith's instruction centered on the use of computers with typical classroom teaching materials. Although the rotation plans are not yet complete, each district will probably take over one or both computers for ten weeks, Smith said. The program will start in the schools this spring.

"The goal has been to spread 'computer awareness' among the faculty and administrators," Smith said, "giving them the fundamentals so they can make judgments." Smith believes that such an awareness will open school personnel "to the purchase of computer power for their own schools." As for how the computers will be used, "it will be a combination of computer programming courses and computer-assisted instruction," Smith said.

The program has been so successful that the Northwest Area Foundation wrote about it in the Foundation's newsletter as one of their two exemplary projects for rural schools. Through the program Smith hopes that schools will reach "a commonality of needs" and "get a cooperative sharing of software in the region."

In a random look at the diverse computer use in Montana's classrooms, the following towns are highlighted.

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In Wibaux, an ESEA Title IV grant helped purchase a microcomputer and accessory equipment for a high school computer course. There are 18 students in the program, "but we are going to involve **all** the high school and junior high students in a two-week unit on what computers do," said district 6 superintendent Jim Kimmet. Kimmet teaches the course as part of the regular math curriculum. His students begin the year with nine weeks of learning computer language. Then students move to projects in programming, flow charting and other operations common to data processing. "They have to put something through the computer twice a week," Kimmet said.

The second quarter of the course is devoted to advanced programming techniques and computer graphics. Each student also designs a special project. "Many of [the students] are ranch kids, and for their projects they are keeping breeding and stock records, to keep better track of the ranches," Kimmet said. Some of the students are making arcade games.

"I've never had kids so enthusiastic about a class," he said. His students use the computer during study hall and sometimes stay after school—voluntarily spending three to four hours of their own time each day. "Even during ball games on Saturday night," Kimmet said. Some students use the computer for math review and other subjects.

"One of the problems in this part of the country is that kids do not see a lot of career options," Kimmet said. "This gives them one more option."

Kimmet uses no text and has designed the entire program himself. He will also conduct independent studies for those students who would like to continue with computer programming once they have completed the regular course.

"Every school should be involved in computer literacy," he said. "Microprocessors are the wave of the future in everything we do."

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Both Billings Senior and Billings West high schools offer classes about computers. The math resource center at Billings West contains publications, variously sophisticated calculators and four computer terminals tied in to a local, privately-owned computer on a time-sharing basis. The terminals are used mainly by students enrolled in one of three semester-long computer programming classes taught by math teacher Dean Chinn.

"Every school should be involved in computer literacy. Microporcessors are the wave of the future in everything we do."

The course, offered both semesters, is an introduction to the use of the computer in solving math problems. They also learn how to use programmable calculators, "which some people consider small computers," Chinn said.

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February 14

"I Love to Read Day"

"If children are to develop lifelong habits of reading, they must enjoy reading during their school years," says Rita Brownlee, reading consultant, Office of Public Instruction. To that end, Georgia Rice, Superintendent of Public Instruction, has proclaimed February 14 as "I Love to Read Day" in Montana's public schools.

Schools are encouraged to plan a reading activity day during which students can read, act out stories they have read, read to other students, make book jackets or reading buttons and participate in other activities that promote reading for enjoyment. Elementary schools received a list of suggested activities and projects from the Office of Public Instruction in January.

Last year's first "I Love to Read Day" was an enjoyable success for students and teachers alike. Many outstanding local projects received local publicity. One school set aside an entire week for the reading celebration.

PROCLAMATION

WHEREAS, the ability to read has personal value in enhancing an individual's opportunity for self-fulfillment; and

WHEREAS, the ability to read has social value by improving a person's ability to communicate with others; and

WHEREAS, the ability to read is essential to all persons of all ages in all areas of endeavor as wage earners and contributing members of society; and

WHEREAS, most individuals can learn to read and should be provided that opportunity; and

WHEREAS, the Office of Public Instruction believes that developing skills in reading should be a priority for all;

Now, THEREFORE, I, Georgia Rice, Superintendent of Public Instruction of the State of Montana, do hereby proclaim February 14, 1980 as "I Love to Read Day" in Montana's public schools. ★

Computers in the classroom

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Mathematical drilling programs are also available on the computer; and a teacher is always on hand at the resource center to help.

"I think it's certainly a very relevant type of education for the college-bound or the non-college-bound," Chinn said.

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Bill Chalgren is teaching computer programming courses at Libby High School for 50 students. As head of the math department, Chalgren has taught programming for six years, the last two with a microcomputer. Before acquiring the microcomputer, Chalgren's students key punched cards on a machine purchased cooperatively with DECA, and sent those cards to Flathead Valley Community College for print-outs.

The only drawback for Chalgren is that "there is no adequate text for computer programming in the high school curriculum." "What do you do after you buy the computer? Everything's from scratch," he said. "We need to get together. By sharing our ideas we can probably come up with something fairly reasonable."

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In Missoula, high school students learn about data processing at terminals plugged into a computer at the local vo-tech center. The county hires a special teacher to work at the high schools—conducting computer courses, assisting with others, and giving inservice workshops on computers for school personnel county-wide.

Missoula Sentinel offers one section of data processing (a two-quarter sequence), four sections of advanced math called "Computers," and a 16-day computer awareness unit for all freshmen. At Sentinel "all students will now have had 'hands-on' experiences with computers," said principal Donald Harbaugh. "[Computer programming] is really starting to find favor with the kids," Harbaugh said.

"Kids are beginning to recognize you have to have some background [in computer programming]," he said, "or you're hurting in so many fields any more." The county computer teacher also helps classroom teachers with computerized filing and testing and computer-aided instruction in such subjects as social studies and economics. And to make the routine of administration hurt less, Sentinel uses the computer for grade reports, permanent records and budgeting.

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In Harrison, superintendent and principal Eldon Nedds teaches computer programming to three secondary students. The coursework consists of writing programs throughout the year and one end-of-the-year project. "Some find it's a little more work than they thought," said Nedds. Each student must spend the equivalent of one period a week independently on the computer, he said.

Harrison's computer system cost approximately $2100: $499 for the computer itself and the rest for a printer, disc drive and extra memory. "They use it throughout the school," Nedds said, "for English, reading tests, math."

"Most people in rural areas know nothing about computers in the first place," said Nedds. "Most think if you push one button, it will tell you everything you want to know."

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The Whitehall Elementary School has purchased two computers. One is used in the elementary school and the other by the junior and senior highs.

In the math resource-room at the elementary, students use the computer for basic math drills. An aide trained to operate the computer is there to assist them. "Kids in grades as low as second use the computer," said elementary principal Frank Magee. "We're going to try to put in a speed reading program for grades 4-6—taking stories from the reading texts and letting the children find their own rates of speed," he said.

The computer in the secondary grades is used for remedial Title I classes and advanced math. In the advanced programs students write programs. "They're doing all kinds of things I don't even understand," Magee said.

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In Great Falls, big computers find wide use in instruction as well as in administration. One computer, located in the district's administration building, is used for payrolls, an encumbered budget accounting system, paying bills, high school and junior high scheduling, high school and junior high grade reports, high school (and, soon, junior high) attendance reporting, an automated census system for all grade levels, student enrollment projections, and transportation scheduling, according to Data Processing Supervisor Nick Cetto. The junior and senior highs use a total of 16 terminals to report attendance and census figures.

For classroom uses, a smaller computer stands ready with 60 terminals in the schools.

At C.M. Russell High School, there are six terminals in the classrooms, one in the library and one in the guidance office, according to Ken Meske, head of the math department. C.M. Russell offers five classes of data processing: two in advanced math and three in business computing. In the business computing class, students learn to apply the computer to everyday business and consumer affairs, Meske said.

The terminal in the guidance department supplies information on colleges and technical schools and their entry requirements. As Meske illustrated, a math student on the swim team at Billings West might use the system to choose a college that not only is strong in mathematics but which also offers swimming scholarships. The students themselves may use the guidance system via the terminal in the library.

"It's a great teaching tool," Meske said. "The sooner teachers take advantage of it the better."

In the elementary schools, the computer is used to assist instruction in math, reading, vocabulary and English; and in the junior highs for math and reading, according to Cetto.

The Title I remedial program is conducted at Longfellow and Franklin Schools on a computer with a 96-terminal capacity. Longfellow uses 10 terminals and Franklin uses six.

"The program is a completely individualized math program," said Longfellow principal Jim Bergman. "The grant was not for reading, even though there is a reading program on the computer."

Last year—the program's first—many students progressed two years in math proficiency, according to the California and Iowa Achievement tests. "We're highly pleased," Bergman said. The students participating in the program attend regular math classes but spend 10 minutes a day doing drills at the terminals in the Title I classroom. To take part in the program, a student must be enrolled in grades 3-6 and must have fallen at least one year behind in math. It takes one 10-minute lesson to learn the terminal's keyboard.

"We bought a curriculum dispensed by computer," Bergman said. The computer adjusts to a student's math proficiency in 100 minutes (10 lessons), and thereafter diagnoses the individual's difficulties and adjusts its own program problem by problem to the individual's weakness, according to Bergman. The computer also grades papers; prints out a monthly "gains report" showing the minutes spent by a student at the terminal; issues a weekly "grouping report" showing the areas in which a student has difficulty; and conducts for each student a constant review of all elementary math, every day. Title I tutors use the print-outs to help students. The students must work all computer problems mentally, without pencil or paper.

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The computer does not merely make teaching and learning easier: it exposes students to a world becoming ever simpler as the computer assumes its place within it. Just as more and more microcomputer programs become available to schools, so they proliferate now for use in the business, on the ranch and in the home. What better place to prepare students for their computer-aided future than the school? ★

Parents + Schools = Effective education for Title I students

Successful parent involvement in schools requires organized activities designed to improve school-home relationships; to make teachers and school officials understand the value of involving parents; and to dissipate the ill-at-ease feelings parents may have toward the school system. Community relations involve much more than being "on good speaking terms." They imply a partnership, joint understanding and responsiveness to needs with the goal of improved education for students.

While parents play a variety of roles in Title I programs, they primarily serve as members on an elected Parent Advisory Council that meets several times each year. Through this council, parents become involved in advising school districts on planning, implementing and evaluating the Title I programs. Another important role of the Parent Advisory Council is that of improving school-community relations. In their dual capacity as both parents and community members, parents understand their neighbors' attitudes and, at the same time, know what problems the schools have. Parents, as well as other citizens, have many talents that can be used to help schools—as aides, volunteer workers, guest lecturers or as general helpers for field trips and classroom activities.

Because Montana schools are promoting more activities to involve parents and other community members in Title I programs, parent involvement in education is increasing. Several Title I programs have employed specialists to aid in parent communication. The Great Falls public school Title I program employs Amy Gillespie, a parent, as its part-time Parent Advisory Council Coordinator. According to Gillespie, "[the] Title I program has grown so rapidly it was impossible to contact all parents . . . without this special help. Personal involvement with the parents, as well as the teachers, is important. Working together is the key to successful meetings and programs."

To provide information to parents, Gillespie distributes the district's PAC meeting schedule for the year, letters from the Title I office, individual school newsletters, newspaper articles and announcements and makes follow-up telephone calls to each parent before a school or district advisory council meeting. Between September and mid-January, 645 telephone calls were made to parents. These efforts increased parent attendance at advisory council meetings by 350 percent.

In the Miles City Schools, parent involvement is the aim of Home-School Coordinator Janice Knopik. Throughout the school year, Knopik makes an effort to personally visit each Title I parent, explain the child's Title I program and invite the parent to visit the child's Title I classroom. She is able to involve about 75 percent of the Title I parents directly, and contacts the other parents by telephone or mail. In addition to increasing the parents' understanding of Title I, Knopik is able to report on their child's progress, seek suggestions for the improved educational development of their child, listen to comments and answer questions about the total school system.

The Parent Advisory Council also allows parents to participate. Many school districts use the council meetings as a forum for explaining the district's reading and Title I programs. Special speakers are sometimes invited to speak at these meetings. For example, Dr. Walter McGinities, a noted reading specialist and author from Columbia University, spoke this fall at a Great Falls Schools reading council and Title I council meeting; and Dr. Paul Crellin of the Children's Clinic in Billings spoke to the Broadus Title I parents last spring.

Parents may visit schools and become involved in Title I activities in many Montana districts. Miles City Schools' Title I Program holds an annual "Open House" to invite parents into the classroom. Great Falls Title I schedules a "Parent Visitation Day" on which parents come in to watch the children and their teachers. At Lolo School, a school volunteer program was set up in which four people were trained to work as classroom volunteers in the Title I program. Bob Watson, Broadus elementary principal, said that parents have volunteered to come into the Title I classroom to listen to children read. Such activities seem to benefit all involved—parents, teachers and children.

Activities that involve parents are not limited to council meetings and classroom visits. According to Beth Sonju, Title I teacher, Lolo Schools Title I parents organized a book fair in conjunction with a local bookstore. The fair earned them $300 which they later used for inservice training for teachers. Lolo School also holds luncheon information meetings with parents. Broadus parents help to organize a language arts day involving local poets, artists and writers, and are working on a slide-tape presentation to be shown to the community, depicting students, parents and teachers working together throughout the year.

Getting parents involved is never automatic. Shelly Knight, Title I teacher in Corvallis, said the Title I staff realized problems existed in their parent involvement program. They set out to identify the problems and then established a two-year plan. The first proposed activity entails developing and disseminating a slide presentation to spark the interest of parents and other community members. Corvallis school personnel hope to involve parents in Title I-related activities and invite parents to attend the regional workshops sponsored by the Office of Public Instruction. They also plan to invite parents to observe classes and play a part in planning and evaluating project activities. In addition, the schools will gather ideas from parents and community members for future activities in which parents can participate. ★

Miles City teacher Sarah Farahmueller (left) and Title I home school coordinator Janice Knopik (right) explain the Title I program to parent Sue Kuehl (center).

Great Falls sixth grade student Wade Arcand receives help from reading tutor Ruth Surrell.

The Corvallis Title I staff meet regularly with parents to gather ideas, listen and plan activities that will benefit the students.

The concept of a cooperative effort by parents, community members and school staff in the planning and operation of educational programs has strong national and state support. Federal law mandates that parents be permitted to participate in the establishment of Title I programs; that they are kept informed of such programs; are permitted to make recommendations with respect to the instructional goals of the program; and that they are afforded opportunities to assist their children in achieving such goals.

PRIME TIME

Second Languages

The big news in foreign language education is the final report of the President's Commission on Foreign Language and International Studies. The report culminates an intense year of meetings and regional hearings. There is a special irony in the fact that the Commission report, "Strength Through Wisdom: A Critique of U.S. Capability," was totally overshadowed in the news by the takeover of the U.S. embassy in Iran. The Iranian crisis has certainly been intensified and the resolutions of the crisis made more difficult because of the lack of understanding between the two countries.

The lesson in communication to which we have been treated on live television has been obvious, yet, no doubt, widely unnoticed when we are showered with anti-American epithets written in English.

The following excerpts from the Commission's report point to this problem of communication and cultural and geographical misunderstanding which creates foreign policy handicaps.

"The fact remains that the overwhelming majority of the world's population neither understands nor speaks English; and for most of those who learn English as a foreign language, it remains precisely that. Our vital interests are impaired by the fatuous notion that our competence in other languages is irrelevant. Indeed, it is precisely because of this nation's responsibilities and opportunities as a major power and as a symbol of ideals to which many of the world's people aspire, that foreign languages, as a key to unlock the mysteries of other customs and cultures, can no longer be viewed as an educational or civic luxury.

"The President's Commission believes that our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete. Americans' unwillingness to learn foreign languages is often viewed by others, not without cause, as arrogance. . . .

"Americans' scandalous incompetence in foreign languages also explains our dangerously inadequate understanding of world affairs. Our schools graduate a large majority of students whose knowledge and vision stop at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing misinformation. In a recently published study of school children's knowledge and perceptions of other nations and peoples, [more than] 40 percent of the 12th graders could not locate Egypt correctly, while [more than] 20 percent were equally ignorant about the whereabouts of France or China. . . ."

Some of the report's primary recommendations that pertain to public schools in Montana are:

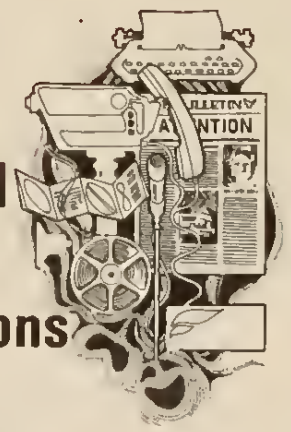
- Schools, colleges and universities should reinstate foreign language requirements.
- The Department of Education should provide incentive funding to schools and postsecondary institutions for foreign language teaching: $20 per pre-high school student in the first two years of language courses, $30 and $40 respectively per high school and college student enrolled in third and fourth year language courses, with an additional $15 per student enrolled in the less commonly taught languages.
- A National Criteria and Assessment Program, funded by NIE (The National Institute of Education), should develop foreign language proficiency tests, and report on, monitor, and assess foreign language teaching in the U.S.
- All State Departments of Education should have Foreign Language Specialists. Every state should establish an Advisory Council on Foreign Language and International Studies to advise and recommend on ways to strengthen these fields in their education systems.
- The Secretary of Education should declare foreign language and international studies a top priority and encourage their increased support through a variety of existing and new Department-funded programs in the schools.

The full report cannot be duplicated in this newsletter. Copies are available either through ACTFL, 2 Park Ave., New York, NY 10016, for $2; or from the Superintendent of Documents, U.S. Government Printing Office, Room 1814, Washington, D.C. 20402, Stock No. 017-080-02065-3, for $4.

The Commission has done its work. Now foreign language teachers, social studies teachers and others concerned about this nations' stature and capabilities must work to support the recommendations of the Commission. Since the Commission's report was overshadowed by the crisis in Iran, coverage by local papers has, thus far, been quite limited. We must work now to publicize the report and then lobby to convert the recommendations into effective actions through the appropriate support of our elected representatives, our school boards and our school administrators.

—Duane Jackson, Consultant
Second Languages

School Public Relations



Gallup Poll results indicate a need for more information on public schools.

The Gallup Poll of 1973 stated that "the more respondents know firsthand about the public schools, the more favorable are their views; the less interested and less well informed, the less favorable."

Further, since 1969, people interviewed for the annual Gallup Poll on the public's attitude toward public education have consistently indicated that they want more information about their schools than they are getting.

Essentials of a School-Community Relations Program—Beginning at the School Level

The most effective component of a school district's school-community relations program is at the schoolhouse level.

According to a report of the National School Public Relations Association: "It is there [in the school] that the parents are either turned on or turned off; that the community is either welcomed or ignored; and where the child is either motivated to learn or allowed to wither on the educational vine."

A school-community relations program is not a one-person job: instead, it involves the entire school community—students, faculty, administrators, other staff and the school board. Public relations, primarily the practice of social responsibility, is based on actions, not words alone.

A successful school-community relations program must have the complete support of school administrators and the school board. In addition, it must be based on the assumption that it will involve time and will cost money. It is not a luxury, however—it is a necessity. As one school administrator summarized when commenting on a letter appearing in a local newspaper describing some problems of the school: "No one wrote to tell the untold part of the story—we must begin to do that."Following are some suggestions for improving internal communications.

Staff

- Have staff meetings with a specific purpose, an agenda or a topic of interest. Involve everyone—bus drivers, custodians and cooks take pride in their jobs and will help tell the story of your school.
- Post staff notices and information on bulletin boards, in lounges and in mailboxes. Let the staff know what is going on in the school.
- Produce a staff newsletter that mentions nonprofessional achievements, community activities and special programs as well as school-related activities. Reflect a variety of interests and concerns in the newsletter.
- Check-stuffers are an excellent public relations tool. These little notes can congratulate staff on accomplishments, publicize school activities, new staff, equipment and books, student awards and achievements.
- Encourage professional growth and be receptive to new ideas.

Teachers

Teachers make excellent public relations professionals.

- Write letters home on student progress.
- Conduct parent-teacher conferences and assist with open houses.
- Deal with the media. If there is a story to tell about a class project, student or teacher, invite the media to visit.
- Talk about the school to community members. Teachers who complain about the procedures or administration of a school are the school's worst public relations problems—deal with problems in the school.

Students

Students are communicators also. An informed student means informed parents.

- Involve students in informal student conferences.
- Put a student representative on school committees and form a student advisory board.
- Let students speak to community groups about the school. Organize a team with a school administrator or board member, teacher and a student, and have them make presentations to community groups.
- Provide orientation for new students.

Parents

Parents are busy, so involving them in school activities must be scheduled according to their interest and time. However, many things may be done to involve parents and inform them of school activities and their children's progress.

- Involve parents in school activities—ticket sales, classroom assistants, faculty activities, committees.
- Involve parents in school improvement projects such as building playground equipment or shelves, planting trees.
- Provide recreational and educational outlets for parents in the school such as volleyball, classes in the evenings.
- Encourage parent participation with students in community activities such as building a float for a city parade, an information booth at a fair, as volunteers for art fairs, carnivals, sporting events.
- Recognize a "Parent of the Week" in school publications.

• Publish reports, calendars, report card stuffers, happy grams (when a child accomplishes something, inform and congratulate the parents.), student paper, staff newsletter.

Community

• Invite business leaders to visit schools, attend plays, concerts, sports events, recitals and carnivals.

• Recruit and use community members as educational volunteers or on boards.

• Use community resources to help teach students such as by letting students visit or intern in government offices or businesses.

• Conduct school tours for the elderly or have a "Grandparents Day."

• Exhibit student work in local businesses.

Bozeman receives national awards for publications.

"Welcome to the Bozeman Public Schools" and "Special Education—A Parent's Guide" received honorable mentions this fall from the National School Public Relations Association.

"Welcome to the Bozeman Public Schools" is a packet containing individual information cards on: a district overview; school calendar; board of trustees; financial highlights; district map; elementary schools; the senior high, junior high and middle school; special education; community/adult education; educational services; transportation; hot lunch; district policies; and a district directory.

Superintendent Milton K. Negus wrote the district overview, which presents the goals of a positive school/community public relations program:

"This brochure is designed to welcome and introduce you to the Bozeman Public Schools. Our schools are a source of great community pride and we are pleased that you are seeking an association with us.

"The record of accomplishment of our school aged youth is exceptional. They have received numerous local, state and national honors in all fields of endeavor, especially the academic field.

"Our major reason for our success is the close relationship between parents and the schools. The Trustees have adopted policies and procedures for openness and involvement. We invite you to become a partner in the education of your child. Take advantage of the building advisory councils, open school board meetings and the accessibility of all personnel. Call on any of us when you are in need of help."

These are just a few of the things that can be done to increase support for your school. If you have specific needs and want additional information, contact the manager, Division of Public Information, Office of Public Instruction, 1·800·332·3402.

—Barbara Welter, Manager
Division of Public Information

Health & Physical Education

Summer Workshop Opportunities

• The Montana Outdoor Recreation Education (MORE) Workshop at Bozeman, June 9·13, will feature rock climbing, archery and bow hunting, nature photography, trap shooting and more.

• The Pioneer Mountains Outdoor Education Workshop near Dillon, July 6·12, is for elementary teachers and will cover orienteering, canoeing, environmental education, shooting sports, hiking, backpacking, astronomy and other topics.

• The Pioneer Mountains Outdoor Education Workshop near Dillon, July 20·26, is a general outdoor education workshop covering a wide variety of activities from canoeing, flycasting and tying, hiking and backpacking to astronomy, geology, water management and policy, and environmental education.

All of these workshops will be offered for college credit, and those who wish to attend should register as early as possible. Enrollment will be limited.People were turned away last year.

• A Montana Tennis Workshop will be held the week of June 9 at Montana State University in Bozeman. A United States Tennis Association clinician and Montana State University staff will provide instruction in the teaching of tennis from beginning to advanced levels and for interscholastic competition.

For registration and additional information, please contact Spencer Sartorius, Office of Public Instruction, Helena, 1·800·332·3402.

MAHPERD Award Winners

The Montana Association for Health, Physical Education, Recreation and Dance recently presented honor awards to Eleanor Buzalsky, a physical education teacher at Bozeman Senior High, and to Dr. Harold Alterowitz of the Physical Education Department at Eastern Montana College. This award is given annually to recognize people in the field for the outstanding contributions to the promotion and development of health and physical education in Montana.

National Physical Education and Sports Week

The week of March 1·7, 1980, has been designated "National Physical Education and Sports Week." Teachers and administrators are encouraged to promote their programs locally. Ideas for districts to consider include physical education demonstrations and shows, radio announcements, proclamations by mayors and newspaper announcements. For further information on these ideas and others, contact Roger Dibrito, Physical Education Public Information Director for MAHPERD, at Russell School, Missoula, 543·8237.

Upcoming Convention

The Montana AHPERD Convention will be held at Eastern Montana College, Billings, October 16·17, 1980. Montana teachers are encouraged to start making plans now to attend. The program agenda will be mailed to Montana teachers at the end of this school year.

—Spencer Sartorius, Consultant
Health/Physical Education

Harold Alterowitz and Eleanor Buzalsky display their MAHPERD honors.

It's the time of year to begin reviewing what we've done to reach the goals we set last fall. As we consider the value of what we have accomplished this year, we should also begin to look toward new goals for next fall. In the October issue of **Montana Schools,** I suggested library media people concentrate on three aims: growth in professionalism, library use as an integral part of curriculum, and a Montana History Project. How are we doing?

What have you done to promote your growth in professionalism? All of us would greatly profit from the support and encouragement of others. Personally, I appreciated the support of the Montana Library Association and especially of the School Library Media Division.

It has also been encouraging to meet many of you enthusiastic library media specialists who have worked so hard to bring about growth in your school library media programs. So I know many of you are making strides in the first two goals. You are all to be congratulated on your consistent, great efforts.

The Montana State Historical Society is deeply involved in the Multi·Ethnic Historical Project. Wade Wilkison is looking into the possibilities of setting up various kits—slide/tape, touch·y/feel·y, displays—to be loaned to schools for assistance in teaching Montana history.

Are state standards necessary?

The State Board of Education believes no standard should be retained unless plenty of justification is shown. Recently I heard someone say there is total apathy regarding the **State Standards for Accreditation,** except among administrators. Is that true? Are librarians, teachers, students, parents and board members really uninterested in whether or not the standards are all abolished? What would happen in your school if administrators and/or school boards could arbitrarily hire non·certified personnel, decide not to operate the library next year or not to purchase anything for it?

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PRIME TIME

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I know the accusation I heard was at least not entirely true. There are many people around Billings, Missoula and Havre who are working hard to become more aware of what library media programs mean to education. These people are making efforts to be heard by the Board of Education, requesting certified personnel, uniform standards for kindergarten through 12th grade, and a reasonable budget for library media programs. How much are the standards worth to you?

Traveling Book Review

The first three sets of materials for the traveling Book Review have gone out to Helena, Great Falls and Bozeman. Library materials for K-12 received by this office from various companies will be available for review by teachers and librarians around Montana. Helena had its first meeting Saturday, Jan. 12, with a presentation on the evaluation of materials. Participants could examine the materials, take them along for review, or come back at a convenient time to get or use the materials.

Brief evaluations will be left with materials by the reviewers. In February another meeting will be held for the purpose of sharing evaluations. After the sharing meeting, the set of materials will be passed on to the next host area so that other teachers and librarians can have the opportunity to examine them.

The evaluations that have been collected will then go to Victoria Campbell, chairperson of the Montana Library Association's Committee on Children and Youth. She will see that these evaluations get into print and are mailed out to anyone interested in having them for the cost of printing and mailing.

Books

Books that might be helpful to you in your library media program are listed here. Sometimes these can be borrowed through interlibrary loan for examination prior to possible purchase.

Martin, Betty and Carson, Ben. **The Principal's Handbook on School Library Media Centers.** Syracuse, New York: Gaylord Professional Publications, 1978.

Freeman, Patricia. **Pathfinder: An Operational Guide for the School Librarian.** Evanston, Illinois: Harper and Row, 1975.

Nickel, Mildred. **Steps to Service: A Handbook of Procedures for the School Library Media Center.** Chicago: American Library Association, 1975.

Bauer, Caroline Feller. **Handbook for Storytellers.** Chicago: American Library Association, 1977.

Hart, Thomas L., ed. **Instruction In School Media Center Use.** Chicago: ALA, 1978.

Walker, H. Thomas, and Montgomery, Paula Kay. **Teaching Media Skills: An Instructional Program for Elementary and Middle School Students.** Littleton, Colorado: Libraries Unlimited, Inc., 1977.

Weisburg, Hilda K. and Toor, Ruth. **Elementary School Librarian's Almanac: A Complete Media Program for Every Month of the School Year.** West Nyack, New York: The Center for Applied Research in Education, Inc., 1979.

Watch for the next newsletter from the Montana School Library Media Association for the 1979 winners of the Newbery-Caldecott awards!

—Mary Ann Schwehr, Consultant Library Media

IDEA $ BANK

Special thanks! Audrey Olson, information consultant for the Great Falls Public Schools, shared the ideas for improving school and school/community relations. Mildred Marinan, first grade teacher for Hellgate School in Missoula, provided these short illustrated rhymes which are used for language arts experiences. She puts them on the board at a "timely" time for the children to copy, illustrate and memorize. She calls them "Board Busies." We would like to hear from all of you. Send material for "Idea Bank" to **Montana Schools,** Office of Public Instruction, State Capitol, Helena 59601.

For "American Education Week," make a tape of students' response to the following question or a question of your design. "What do you like about your school?" Responses (if Great Falls' experience holds true) may range from "My teacher Mrs. Smith" to "Having our own bathroom" to "When we get tacos for lunch." These messages from students were given to area radio stations with a statement on "American Education Week." They were well received.

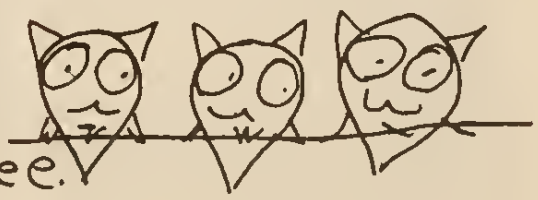
Journalism classes in C.M. Russell High and Great Falls High Schools conducted a "Meet the Press." The interviewers were the students and the guests included the superintendent of schools, principal and two board members. "The questions were tough . . . the results beneficial to students and school administrators." The students also wrote about the session in their school newspaper so other students could share the information.

Senior citizens usually want to be more active in the community. Moreover, they have often helped pay for the schools in the district. So, in March, prior to levy/election time, a Great Falls school invited them in for lunch. The drama department provided entertainment; and the guests also had time to talk to the students. How did it go? They're doing it again this year.

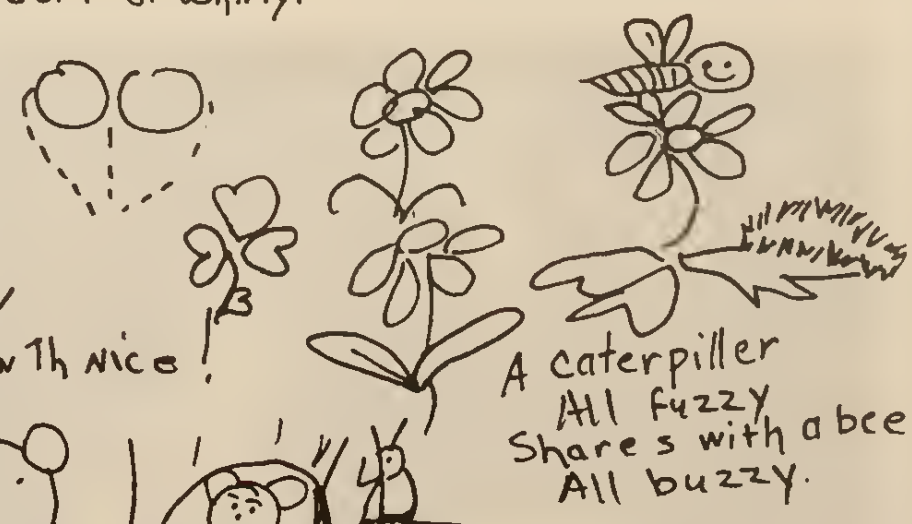
Want feedback from your community without its costing a fortune? Try a "petit poll." A short questionnaire is given to guests as they enter an open house or to parents at a parent-teacher conference. The questionnaire is returned as they leave.

Snail
I made a little line
That went so round and curly,
It turned into a snail
With feelers sort of whirly.

Three little owls
Sitting in a tree
Three big hoots
And it's home free.



Valentines Day
February can be
All snow and ice
But Valentine's Day
Makes the whole month nice!



A caterpiller
All fuzzy
Shares with a bee
All buzzy.

Rain on the green grass.
Rain on the housetop.
But not on me!

I think it must be time
To venture out again
My long winter's nap
Has made me rather thin

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Georgia R. Rice
Superintendent of Public Instruction

Barbara Welter
Manager
Public Information

John Pepper
Administrative Assistant
Public Information

Gail Hansen
Word Processing Supervisor
Public Information

Montana Schools is distributed in the public schools and to the members of boards, associations, organizations and other individuals interested in Montana education. Copies are available free upon request, and comments are welcome. When reporting a change of address, please include the label with the former address and computer code. Address changes, material submitted for publication, questions and comments should be sent to **Montana Schools,** Office of Public Instruction, State Capitol, Helena, MT 59601.

IN CLASSIFIEDS

The University of Montana will conduct a conference on **"Computers In Education"** on March 8-9 in Missoula. The conference is designed to promote awareness of how computers work, how computer assisted instruction (CAI) can be utilized and what effects these uses will have on education. Speakers from Montana and across the nation will discuss the advantages and disadvantages of CAI, demonstrate CAI programs and techniques and provide instruction on how to write your own CAI teaching designs with no prior computer experience. Registration in advance is required. For further information on registration, conference fees and credit, contact the Center for Continuing Education, 125 Main Hall, Missoula 59812, 243-2900.

★

On Saturday, March 1, the Western Montana Teacher Center will hold a **Math/Science Teachers' Conference** at Hellgate High School in Missoula. Dr. Albert Bartlett from the University of Colorado will discuss the "Forgotten Fundamentals of the Energy Crisis." Prominent educators from other western states will also speak at the conference.

On Friday, February 29 at 7:30 p.m., NASA will sponsor a presentation on the Moon Rock Verification Program.

Math and science teachers of all grades are invited to attend both programs. To pre-register call or write the Western Montana Teacher Center at 818 Burlington, B101, Missoula 59801, 721-1620.

★

Attention, teachers of Shakespeare. Just added to the "Listen In" tape loan service are recordings of interviews and excerpts, along with teacher's guides, from the P.B.S. **productions of Shakespeare's Julius Caesar, Richard II, As You Like It and Romeo and Juliet.**

Request the tapes, by title, from the English Consultant, Office of Public Instruction, State Capitol, Helena 59601, 1-800-332-3402. Please indicate the date by which the tape is needed. There is a maximum two-week limit on the use of any tape.

The Montana Easter Seal Society is now offering a program of **occupational and physical therapy** on a contracted basis to public schools. The Society is examining all possible sources of funds to make these services available. For more information call or write Judy Johnson, 1417 Helena Ave., Helena 59601, 442-2061.

★

Northern Montana College will sponsor **"Motor Vehicle Law and Enforcement"** (ED 365-ED 565 graduate, 3 credits, $75) at Billings West High School, a class for Traffic Education Instructors and other interested persons. The course will be taught by John Goebel and will start at 7 p.m. on Friday evenings and continue all day Saturday on the following dates: March 21-22, 28-29 and April 18-19. Pre-registration must be completed by March 7, 1980. Contact Roy Williams, Billings West High School, 2201 St. Johns, Billings 59102, 656-7111.

★

In March, Eastern Montana College and the Billings Voice for Children will sponsor **peer counselling workshops** in Miles City, Billings and Butte. The workshop leader will be Dr. Barbara Varenhorst, consulting psychologist and founder-director of the Peer Counseling Program in Palo Alto, CA—a program that trains junior and senior high school students to help other students with personal problems and stress.

Credit is available for the Miles City and Butte sessions. For more information, write the School of Extended Studies & Community Service, Eastern Montana College, Billings 59101.

★

Music In Our Schools Week will be celebrated nationally during the week of March 10-16. The theme this year is "Music Counts." For program ideas, promotional material and information on the official song ("Thank You for the Music"), contact Dennis Dell, 432 Deerfield, Great Falls 59405; or Kay Burkhardt, Arts in Education Consultant, Office of Public Instruction, Helena 59601.

Youth Art Month this March is set aside for the national celebration of art in the schools through special exhibits, activities and programs. Montana was last year nationally recognized and awarded for its state celebration.

For program ideas and promotional material, contact Myrna Clark, 101 10th St. W., Billings 59102; or Kay Burkhardt.

The Office of Public Instruction is organizing a study of the needs, characteristics, and **program that would best serve the 11 to 15-year-old student.** The committee will be meeting throughout the spring and summer of 1980. If you are interested in serving on a local study committee in one of the following areas, please contact Hal Hawley in the Office of Public Instruction by calling toll-free 1-800-332-3402.

Sites are: Kalispell, Great Falls, Libby, Hardin, Lolo, Lavina, Missoula, Rudyard, Butte, Shelby, Bozeman, Baker, Highwood, Miles City, Sidney and Glasgow.

The first meeting is scheduled for mid-March. The committee is open to all education professionals, parents, community, school board members and college people.

The Association for Library Service to Children is accepting applications for its **$4000 Melcher Award.** The award is given to help persons interested in working with children study toward a graduate degree in library science at schools accredited by the American Library Association. Applicants from states that have no ALA-accredited program—such as Montana—will be given priority consideration. If you are interested in applying, call or write Mary Ann Schwehr, Library Media Consultant, Office of Public Instruction, Helena 59601, toll-free 1-800-332-3402. The deadline is March 1, 1980.

★

A Montana teacher, Margaret Grant, will have her work featured on Sunrise Semester in **"Writing to Learn/Learning to Write."** This CBS television award-winning series began January 29. Grant, a 1978 Montana Writing Project participant, teaches third grade at Lewis and Clark School in Missoula and has gained national recognition for her methods of teaching writing creatively. KSL in Salt Lake City will carry the program. Check your local listings for time.

Target Range elementary in Missoula last fall celebrated reading by building a float for the Chamber of Commerce/University of Montana homecoming parade.

Dr. Jeff Pettier of the Glasser Institute will present a workshop on **"Ten Steps to Effective Discipline,"** Thursday, March 27, 7-10 p.m., and Friday, March 28, 9-3 p.m. at the Teacher Center for Gallatin County, 615 So. 16th St., Bozeman. Substitute release time is available. Enrollment is limited, so call the Center, 587-8181, for a reservation.

Judie Tallichet, Artist-In-Residence at the Teacher Center for Gallatin County in Bozeman, will be holding four sessions of **clay workshops** concentrating on handbuilding techniques and glazing. She will deal with both functional and sculptural ideas. To register call the Center, 587-8181. The sessions will be held February 8 from 1-4 p.m., February 22 from 4-6 p.m., March 7 from 4-6 p.m. and March 21 from 1-4 p.m.

IN CLASSIFIEDS

"Essentials of Education in the 80s" will be the theme of the **State Superintendent's Annual Administrators Conference** scheduled March 27-28 in the State Capitol, Helena. The Conference is preceded by the county superintendents' meeting on March 26-27, also in the State Capitol. The Montana Association of School Administrators' meeting is scheduled for March 29-30 at Jorgenson's Motel In Helena. Further information on the Superintendent's Administrators Conference will appear in the next issue of **Montana Schools;** or call Ron Wirtz, Office of Public Instruction, 1-800-332-3402.

Montana State University and the Sex Desegregation Assistance Center at Weber State College will sponsor a **Title IX Equity Workshop** on March 2-4 at MSU. Community leaders and educators will talk on Title IX and give training in conducting similar workshops and implementing Title IX at the district level. Shirley McCune, associate commissioner of HEW's Equal Education Opportunity Program, will be the workshop's keynote speaker.

MSU offers one hour of credit for participation and will reimburse travel and per diem expenses. For more information call or write Suzanne Wellcome, 211 Montana Hall, MSU, Bozeman 59717, 994-2012.

The **Montana Gifted and Talented Conference** will be held on February 26-27 at the Yogo Inn in Lewistown. Dr. Irving Sato and Dr. James Curry of the National/State Leadership Training Institute on Gifted and Talented will speak on establishing new ways to serve gifted and talented youth in Montana. Marilyn Brown of Whittier, California, will present a classroom model and curriculum design that incorporate both Bloom's **Taxonomy** and Gillford's **Structure of Intellect.**

There is no registration fee and no reimbursement for expenses. Registration will be from 6-9 p.m. on February 25 and from 7:30-8:30 a.m. on February 26. For more information call or write Nancy Lukenbill, Consultant, Gifted and Talented Program, Office of Public Instruction, Helena 59601; toll-free 1-800-332-3402.

The next step in the process of reviewing **teacher education programs** against the new state standards will be taken this spring. Several training sessions will be held throughout the state for the teachers and administrators who were nominated to review the college programs.

Since the training will be done during the school year, the sessions will be scheduled flexibly for school personnel who must seek release time. Watch **Montana Schools** for further information.

★

Montana public school teachers with one year of classroom experience are eligible to apply for six $300 **summer school scholarships** to be awarded by the Scottish Rite Foundation of Montana. The filing date deadline for the 1980 summer school scholarships is April 10, 1980. Application forms and information are available by writing the Scottish Rite Scholarship Committee, Box 4879, Helena 59601.

Teacher encourages all educators to understand public school needs

After listening to John Voorhis, manager of Certification and Teacher Education in the Office of Public Instruction, and Deputy Commissioner for Academic Affairs Irving Dayton discuss some of the proposed changes in certification of specific programs in our secondary education, I couldn't help but wonder what we in the Colleges of Higher Education could do to help our image with secondary schools.

During the last three years I was fortunate enough to serve on the advisory board for Tech IV and found all of the public school representatives as well as the representatives from the Office of Public Instruction to be very eager to work together. At the same time, I felt both groups considered the representatives from universities and colleges to be out of touch with the public schools.

What can we in Higher Education do to change this image?

A few possible suggestions to help change this image are listed:

1. We should have more contact with public school personnel at local conventions.
2. We should become more involved in educational organizations such as MEA and SAM.
3. We should make it known we want to attend meetings involving public school people or Office of Public Instruction representatives.
4. We should visit the local schools and volunteer to teach continuing education courses. The need for the courses will come as soon as public school personnel know there is mutual interest.
5. We should become involved in accrediting teams by the state office and Northwest Accrediting.
6. We should volunteer to be involved in workshops.
7. We should support and attend meetings where legislative changes are proposed.
8. We should know all of the recent changes in Montana school laws and be aware of the standards for accreditation.
9. We should participate in public hearings where changes are proposed.
10. We should contribute services and time without fees. The rewards will come if we are willing to do service without remuneration to let the public schools know we are interested.
11. We should keep credentials and certification up to date. No one really cares about what we used to be. Example: "I used to be a Superintendent of Public Schools." Everyone is interested in the now, not what was or has been true, but now.

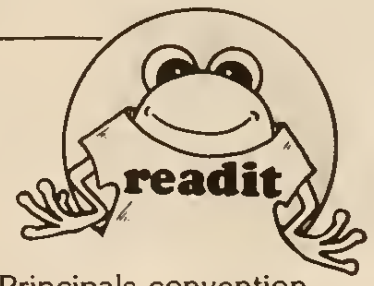
These are just a few suggestions, but I am sure I have just "scratched the surface" in regard to cooperative procedures.

With enrollment decreases predicted, we need more cooperation for the survival of all phases of education.

We at the colleges and universities must get out of "The Ivory Tower" and see what is really happening in the field of education.

by Douglas Herbster
Associate Professor of Education
Montana State University

February



1-2	State Speech Meets (AA, A, B, C)
4	Board of Public Education meeting—Helena
10-16	National Vocational Education Week
12	Lincoln's Birthday
14	"I Love to Read Day"
17-19	Montana Association of Elementary School Principals convention Billings
18	Washington's Birthday
26-27	Montana Gifted & Talented Workshop—Lewistown

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Montana Schools

Volume 23, No. 6 Office of Public Instruction Georgia Rice, Superintendent February 1980
(USPS 091 970)

from the superintendent

THE CENSUS & EDUCATION

On April 1, 1980, six years' worth of planning will find its way into more than 86 million housing units in the form of the 1980 U.S. Census. This Census, which is expected to count more than 222 million people and provide information never before available, will be an invaluable tool for making sound decisions in education.

The first census was conducted in 1790 under the directives of then Secretary of State Thomas Jefferson. That census asked only five questions—the number of free white males 16 years of age and older; the number of free white males under 16; the number of free white females; the number of other free persons; and the number of slaves.

The 1980 Census is much more complex—reflecting the tremendous advancement, change and growth of our country. Some of the information it will gather will undoubtedly affect education.

For example, collected data are used to direct the distribution of millions of federal dollars to state and local governments. Using census figures, the government allots money for ESEA Title I, adult education, Head Start, bilingual education and minority programs and many more. Population trends, school enrollment, job markets and needed skills will also be determined. This information will be essential in directing all education programs including vocational education. If the population count misses some people, schools could lose out on education dollars.

The 1980 Census is also a once-in-a-decade chance for students to discover how the census strengthens our democratic system. Specific lessons to share with students could center on how fair distribution of tax money and political power depend on an accurate census count.

This massive project needs the support of all of us if it is to be completely successful and beneficial to education. Every student, parent, teacher, school administrator, state educator, and in the long run, every citizen, stands to benefit from the 1980 Census.

Georgia Rice